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ABSTRACT

This publication contains the core school, enrollment, and staffing data of the National Catholic Educational Association's historical file. A page of statistical highlights of the current status of Catholic schools is followed by (1) an introductory essay by Frank H. Bredeweg, C.S.B., which briefly describes the growth of American Catholic education from colonial times to the present day; (2) a definition of private education; and (3) a report by the National Center for Education Statistics on the dramatic upswing in both the number of private schools and their enrollment. Remaining sections in the report present statistics and information on the following topics: private education by religious affiliation, private schools as partners in education, public and private school relationships, United States population trends, school-age population, student demographics, change and diversification, number of schools, regional changes, types of schools, location of schools, enrollment sizes, student enrollment, enrollment characteristics, enrollment in key states, enrollment in key dioceses, ethnic minorities, minority enrollment trends, comparison of elementary and secondary ethnic enrollment, total staff and pupil/teacher ratios, change from religious to lay staff, and evaluation of staff. Fourteen tables are included. A chart showing schools, enrollment, and full-time teachers by region, state, and diocese is appended. (IW)

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1986-1987

A STATISTICAL REPORT ON SCHOOLS, ENROLLMENT, & STAFFING

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EDUCATIONAL ASSOCIATION

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PREFACE

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic Elementary and Secondary Schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This data was needed to understand this significant educational sector, to discuss potential forms of federal and state aid, to inform the discussion occurring on other educational policy issues, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in the annual publications of the NCEA through 1974-1975.

Beginning with 1975, the NCEA and the Curriculum Information Center, Incorporated, published a report and directory of Catholic Schools. This publication is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

Readers will find this year's Data Bank publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. The minority statistics are especially interesting since they continue to document the significant contribution Catholic schools are making to the educational needs of various minority groups in urban areas in the United States. This is a long and often overlooked tradition of which all Catholic educators can be proud. The many stereotypes that are often suggested regarding the composition and clientele of Catholic schools must be examined in the light of these data. As in the past, where information is available, comparisons are made with other private schools as well as the public sector.

Information from this report is gathered from 171 archdiocesan and diocesan offices. Sometimes assistance is provided by state Catholic conferences. To these administrators and their staffs, a well deserved word of appreciation is offered.

Gratitude must also be expressed to Mary Mahar of Fisher Publishing Company and the staff of Market Data Retrieval for their assistance. A special word of thanks must also go to the Reverend Frank Bredeweg, C.S.B., for his analysis of the data. His patience and precision is appreciated.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA Publications Office for information on other research publications.

Rhoda Goldstein
Vice President for Financial Affairs
National Catholic Educational Association

March 1987

HIGHLIGHTS

...Catholic schools have been part of American education since the Colonial days, and numbered about 5,000 elementary and secondary schools in 1900,

...private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's... about 12.6% in 1983-84,

...Catholic elementary and secondary schools today constitute a far smaller share of private education than they did in the 1960's, and may be fast approaching a 50-50 partnership with non-Catholic private education,

...according to education studies, policy analysts cannot ignore the growth of private schooling, or the significance of minority enrollments in urban Catholic schools,

...in 1986-87, there are 7,709 Catholic elementary schools and 1,411 secondary schools in the U.S., 116 fewer schools than in 1985-86,

...in 1986-87, enrollment in Catholic elementary and secondary schools declined about 84,000 students, 3.0% to 2,735,000,

...the percentage of non-Catholics in Catholic schools increased to 11.7% in 1986-87,

...the percentages of enrollment by grade level reflect a stable pattern in both elementary and secondary schools,

...the numbers and percentages of minority students in Catholic schools still exceed one-fifth of the total enrollment,

...the 1986-87 full-time faculty in Catholic elementary and secondary schools decreased 4,664 teachers to about 142,000,

...the 1986-87 national pupil/teacher ratio was 21.4/1 on the elementary level, and 15.0/1 on the secondary level.

UNITED STATES CATHOLIC
ELEMENTARY AND SECONDARY SCHOOLS
1986-87

Frank H. Bredeweg, C.S.B.

In an era that is rediscovering the values related to an understanding of roots and traditions, it is meaningful to say that Catholic schools have been educating the youth of Europe, the United States, and the entire Western World, for many centuries. In colonial America, the Catholic school was an integral feature of each French and Spanish settlement. Anti-Catholic sentiment in the early thirteen colonies limited these schools to occasional ventures but, with the adoption of the Constitution and the Bill of Rights, and the arrival of many Catholic immigrants at the start of the 19th century, parochial schools were again established.

By 1860, about 200 Catholic schools were in operation. By 1870, there were more than 1,300, as a controversy raged on whether or not the Church in the U.S. should undertake a vast school system. At the Third Plenary Council of Baltimore in 1884, the American bishops decreed that a parish school should be built and maintained near every church. While the move from principle to practice was never fully accomplished, there were about 3,800 elementary and 1,200 secondary schools by 1900. The decision of 1884 had lasting effects, and the parish school became part of the fabric of parish and family life. By 1968, 57% of the parishes operated 10,800 Catholic elementary schools. Another 2,400 secondary schools were operated by parishes, dioceses, and religious communities.

The growth of Catholic elementary and secondary schools was constant and gradual from 1920 to 1950. During this period, the schools were staffed almost entirely by religious sisters, brothers, and priests. In the fifties, however, the teaching staff began to change. The percentage of religious staff went from about 90% in 1950, to 75% in 1960, and to less than 66% by 1965. In general, this was attributed to the decrease in the number of men and women entering religious communities, an increase in the number leaving these communities, and a shift in the commitment of some religious from schools to other ministries.

The renewals and upheavals of many theological issues in the Catholic Church during the Vatican II Council of the 1960's continued and accentuated many of the dynamics which had been coming forth. The decade form 1963 to 1973 was the setting for significant changes in Catholic education, as the number of elementary and secondary schools declined from 13,205 to 10,269, and enrollment from 5,600,000 pupils to 3,600,000. Since the mid-seventies, there have been gradual declines, but these seem to reflect cultural and demographic influences rather than anything within the Catholic community.

Catholic elementary and secondary enrollments today comprise somewhat more than 50% of the private sector of education, a much reduced but still majority share. Many denominational and nondenominational schools have opened during the past twenty years, and private education is as important as it ever was to the nation as a whole. Catholic education remains, as it always was, a willing and helpful partner on the American educational scene.

Private Education

The National Center for Education Statistics defines private schools as privately controlled by a nonpublic entity and financed from sources other than public taxation or public grants. The question of state and federal aid to nonpublic elementary and secondary education continues to be debated, although the U.S. Supreme Court decisions of 1971 and 1973 denied several states the right to legislate limited financial support. Despite financial difficulties, private schools continue to serve an even greater educational sector, but with relatively little national attention.

"Private education appears to represent an increasing share of the American educational effort at the elementary levels," observed Secretary of Education T. H. Bell, when the results of a study were released in December of 1984. "Private school enrollment rose steadily over a recent three-year period while public school enrollment declined," the report said.

According to the survey, Statistics for 1983 showed a dramatic upswing in both the number of private schools and their enrollment. The survey was conducted by the National Center for Education Statistics and disclosed that 5.7 million students (12.6%) out of 45.2 million students in all elementary and secondary schools in the country were attending private schools in the Fall of 1983. The number of private schools has also increased sharply. In 1980, there were 24,500 private schools (22.2%) of the total 110,400 elementary and secondary schools in the United States. In 1983, there were 27,700 private schools of the total 112,700 elementary and secondary schools (24.6%), or nearly one out of every four schools.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 87% of the private elementary and secondary sector. By 1980-81, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following provides some perspective regarding private school enrollments:

	Private School Enrollments		
	1965-66	1978-79	Increase
Roman Catholic	5,481,300	3,269,800	(40%)
Lutheran	188,500	217,400	15%
7th Day Adventist	62,600	148,200	183%
Baptist	25,200	204,100	710%
Jewish	52,600	101,800	94%
Episcopal	48,600	76,500	57%
Methodist	5,600	11,200	100%
Presbyterian	4,800	12,800	167%
Friends	10,600	14,600	38%
Other Church-Related	83,700	281,200	241%
Total Church-Related	5,963,500	4,337,600	-
Not Church-Related	341,300	746,700	119%
Total Private Sector	6,304,800	5,084,300	-

Sources: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES; The Condition of Education, NCES, 1981 Edition.

The National Center for Education Statistics does not gather private school data on a regular basis. The 1978-79 data is the most recent reliable information on the total private sector.

Private Schools as Partners in Education

In 1982, the American Enterprise Institute for Public Policy Research, in Washington, D.C., published Meeting Human Needs: Toward a New Public Policy. In the section on education, "Private Meets Public: An Examination of Contemporary Education," the authors state:

> The growth of private schooling in the face of public school decline is a challenge of such consequence that policy analysts, policy makers, and public school educators cannot afford to ignore it.

As enrollment data testifies, an increasing proportion of American parents supports private education.

Another study supported what many have known in regard to the urban changes of the past two decades: Catholic schools are a significant force in urban elementary and secondary education. The study was conducted under contract for the Department of Education, and is entitled School Enrollments and Resource Allocations in Urban Catholic and Public Schools. It lists among its conclusions:

> Catholic schools in large cities enroll a large proportion of children from minority backgrounds. Minority enrollments in these Catholic schools are well above the average for Catholic schools nationally.

The publications of the National Catholic Educational Association have stated since 1970 that minorities represent a large proportion of Catholic school enrollments in the major archdioceses and urban areas. As current studies indicate, the value and significance of Catholic schools to urban education has been greatly underestimated.

Public and Private School Relationships

The role of private schools as "minority partner" in American elementary and secondary education cannot be precisely defined, but enrollment statistics verify that it is a significant one. The following NCES figures compare public and private school enrollments:

	Total	Public		Private	
Reported	Enrollment	Pupils	%	Pupils	%
1970....	51,272,000	45,909,000	89.5	5,363,000	10.5
1975....	49,791,000	44,791,000	90.0	5,000,000	10.0
1980....	45,949,000	40,987,000	89.2	4,962,000	10.8
Projected					
1985....	43,977,000	38,977,000	88.6	5,000,000	11.4
1986....	44,175,000	39,075,000	88.5	5,100,000	11.5
1987....	44,173,000	39,173,000	88.7	5,000,000	11.3
1988....	44,344,000	39,244,000	88.5	5,100,000	11.5
1989....	44,644,000	39,444,000	88.4	5,200,000	11.6
1990....	45,069,000	39,869,000	88.5	5,200,000	11.5
1991....	45,641,000	40,441,000	88.6	5,200,000	11.4
1992....	46,378,000	41,078,000	88.6	5,300,000	11.4

Source: Projections of Education Statistics to 1992-93, p.44.

According to December 1984 data released by NCES, the private sector reached 12.6% in 1983, exceeding the 11.4% projection for 1985.

Before studying Catholic schools as a separate entity, it may be helpful to reflect upon a few general conditions that affect all schools.

U.S. Population Trends

Current population trends are important to both public and private schools. The birth rate (births per one thousand persons) has risen slightly in recent years but remains far below former levels. Since the population is greater, the number of births is again increasing. Today's lower birth rate produces the most total births since the 1960 period.

Reported	Population	Births	Birth Rate
1955....	165,900,000	4,128,000	24.9
1960....	180,700,000	4,307,000	23.8
1965....	194,300,000	3,801,000	19.6
1970....	204,900,000	3,739,000	18.2
1975....	213,600,000	3,144,000	14.7
1979....	220,600,000	3,468,000	15.7
Projected			
1985....	232,900,000	4,008,000	16.8
1990....	243,500,000	3,868,000	15.6
1995....	252,700,000	3,676,000	14.3

These statistics from the U.S. Dept. of Commerce, Bureau of Census, indicate a high-point 4,008,000 births in 1985. Then there is a decline to 3,868,000 in 1990 and 3,676,000 in 1995, as the birthrate drops.

School-Age Population

Both public and private education are affected by the decline in the number of school-age children. The following data and projections are supplied by the National Center for Education Statistics (NCES):

	Ages of Students			Total
Reported	5-6	7-13	14-17	Students
1970....	7,703,000	28,969,000	15,924,000	52,596,000
1975....	7,014,000	26,905,000	17,128,000	51,047,000
1980....	6,293,000	24,787,000	16,139,000	47,219,000
Projected				
1985....	6,950,000	22,704,000	14,731,000	44,385,000
1986....	7,191,000	22,731,000	14,587,000	44,509,000
1987....	7,278,000	23,080,000	14,236,000	44,594,000
1988....	7,373,000	23,580,000	13,662,000	44,615,000
1989....	7,465,000	24,058,000	13,160,000	44,683,000
1990....	7,558,000	24,631,000	12,950,000	45,139,000
1991....	7,633,000	25,145,000	12,964,000	45,742,000
1992....	7,690,000	25,710,000	13,087,000	46,487,000

Source: Projection of Education Statistics to 1992-93, p. 35.

The number of elementary school-age children is increasing once again, beginning with the 1985-86 school year. On the secondary level, the number of school-age children (14-17) will not stop declining until the 1991-92 school year, when elementary trends have affected it.

STUDENT DEMOGRAPHICS

Something should be said of the students who today come to both private and public educators. No matter how professionally educators prepare themselves and their classes, or provide the finest facilities, or spend unlimited hours at their responsibilities, little education will take place if the student cannot receive the message or learn in that medium. It is important to consider the context and the climate affecting today's elementary and secondary students.

The world of the 5-18 year old varies from person to person, but current demographic studies tell us that certain dynamics are especially influential. An increasing number of elementary and secondary pupils live in poverty, are physically or mentally handicapped, have divorced parents by their 18th birthday, are "latch-key" kids coming home to an empty house, have poorly educated parents, or speak another language. The traditional model of a working father and housewife with two children of school age represented only 7% of U.S. households in 1985. In short, many young people will be "at risk" educationally from one or several factors from an early point in their formal schooling.

These demographic studies also tell us that 1983 marked the first time in our history that there were more people over 65 than there were teenagers, and this will be true for the lifetime of anyone reading this. The Baby Boom population bulge, the 70 million born between 1946 and 1964, reflects people in their 30's and early 40's during the 1980 decade. They will be followed by a much smaller group, now working its way through high school and college. For at least the next decade, 18-26 year olds will become scarce.

As for location, most agree that the northeast and midwest have been losing population to the southeast and the southwest, but now it appears that the northeast and midwest are retaining their population. Racial demographics are important. Each of the nation's 24 largest city school systems has a "minority majority." Two-thirds of all the immigrants in the world are those entering the United States, and these immigrant groups want to maintain much of their culture, in contrast to the "melting pot" analogy. Educators today are dealing with persons often very different than their parents.

CHANGE AND DIVERSIFICATION

While educators are constantly faced with conserving what has been proven to be fundamental and sound, they must also continue to deal with the reality of change and the necessity of adjusting for differences. The task of integrating religious, social, cultural, and educational values may be at its most challenging stage for both public and private education. Some educators may feel that their students need not fear the influences cited by demographers, but complacency could prove very costly.

Those who study the relationships between public and private education should keep two guiding principles in mind. First, neither public nor private schools constitute homogeneous groups. Schools and school systems differ greatly within each sector. Problems will resolve themselves differently in each sector. Developments in one community may not parallel developments in another. Secondly, private schools are here to stay. They are part of the American educational tradition, as strong as ever, and will be part of the future to an extent not yet determined. It is the hope of private school educators that their role in education is understood, appreciated and supported.

Number of Schools

In 1986-87, there were 97 fewer elementary and 19 fewer secondary Catholic schools in this country than there were in 1985-86. School declines in recent years have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1979-80....	59	0.7	24	1.5	83	0.9
1980-81....	57	0.7	24	1.5	81	0.8
1981-82....	47	0.6	18	1.2	65	0.7
1982-83....	46	0.6	16	1.1	62	0.5
1983-84....	19	0.2	19	1.3	31	0.3
1984-85....	41	0.5	14	1.0	61	0.6
1985-86....	84	1.1	19	1.3	95	1.0
1986-87....	97	1.2	19	1.3	116	1.3

The secondary school decline is consistent with the pattern of recent years. However, on the elementary level, a net 181 schools have closed or merged over the past two years. Analysis shows that 69 of the 101 closed in 1986-87 (16 merged and 20 opened) had enrollments of fewer than 150 pupils. These are probably rural schools, since Table NO. 4 will show that they are decreasing in percentage.

Large scale reviews of diocesan school systems have long been completed, Administrative and budget procedures are much more sophisticated. The movement of people from city to suburbs has all but ended, a significant factor since Catholic schools were built mainly in the cities. Most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and intensive fundraising efforts to retain schools.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England-	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast-	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes-	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains-	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast-	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
West/Far West-	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

Table No. 2 shows the percentage of schools in each region and what has happened in the past five years. The Mideast and Great Lakes regions comprise over 54% of the nation's Catholic schools, but they each have a slightly smaller percentage today than they did in 1982-83. The Southeast and the West regions have a higher percentage today than they did in 1982-83.

Table No. 1
Elementary and Secondary Schools-by Region
1982-83 thru 1986-87

Elementary	1982-83	1983-84	1984-85	1985-86	1986-87
New England	544	545	552	542	530
Mideast	2,301	2,287	2,269	2,235	2,201
Great Lakes	2,113	2,111	2,084	2,062	2,039
Plains	897	889	887	886	881
Southeast	847	854	852	841	836
West/Far West	1,248	1,245	1,246	1,240	1,222
United States	7,950	7,931	7,890	7,806	7,709
Secondary					
New England	124	124	121	119	119
Mideast	429	421	414	410	400
Great Lakes	316	309	305	301	300
Plains	168	165	163	162	161
Southeast	194	193	192	188	187
West/Far West	251	251	254	250	244
United States	1,482	1,463	1,449	1,430	1,411
All Schools					
New England	668	669	673	661	649
Mideast	2,730	2,708	2,683	2,645	2,601
Great Lakes	2,429	2,420	2,389	2,363	2,339
Plains	1,065	1,054	1,050	1,048	1,042
Southeast	1,041	1,047	1,044	1,029	1,023
West/Far West	1,499	1,496	1,500	1,490	1,466
United States	9,432	9,394	9,339	9,236	9,120

Table No. 2
Percentage of Schools-by Region
1982-83 and 1986-87

	Elementary		Secondary		All Schools	
	1982-83	1986-87	1982-83	1986-87	1982-83	1986-87
New England	6.8%	6.9%	8.4%	8.4%	7.1%	7.1%
Mideast	28.9	28.6	29.0	28.3	28.9	28.5
Great Lakes	26.6	26.4	21.3	21.3	25.8	25.7
Plains	11.3	11.4	11.3	11.4	11.3	11.4
Southeast	10.7	10.8	13.1	13.3	11.0	11.2
West/Far West	15.7	15.9	16.9	17.3	15.9	16.1
United States	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Types of Schools

Catholic schools can be classified according to ownership and administration. As Table 3 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, or by a particular religious community. The following compares 1970-71 with 1986-87:

	Elementary		Secondary	
	1970-71	1986-87	1970-71	1986-87
Single-Parish...	92.6%	86.6%	23.2%	16.4%
Inter-Parish....	3.5	7.4	11.6	9.5
Diocesan.....	0.3	2.3	26.3	34.7
Private.....	3.6	3.7	38.9	39.4
Total.....	100.0%	100.0%	100.0%	100.0%

The percentage of single-parish elementary schools has declined, but was still 86.6% of the total in 1986-87. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today (16.4%). Diocesan high schools comprise 35% of the total, but private high schools sponsored by religious communities continue to represent the largest number (556) and share (39.4%).

Location of Schools

Table 4 shows where Catholic schools are located and some of the changes since 1970-71. The following percentages provide an overview:

	Elementary		Secondary	
	1970-71	1986-87	1970-71	1986-87
Urban.....	46.3%	44.4%	54.2%	53.1%
Suburban...	24.4	30.3	25.5	29.8
Rural.....	29.3	25.3	20.3	17.1
Total....	100.0%	100.0%	100.0%	100.0%

The percentage of urban schools has decreased very slightly for elementary and secondary schools. The share of suburban schools has increased significantly and the percentage of rural schools has declined significantly on both the elementary and secondary levels. Rural schools face problems which do not lend themselves to solutions available to more populated areas, e.g., consolidations.

Enrollment Sizes

In regard to schools by enrollment size, Market Data Retrieval provides the following breakdowns:

	Elementary		Secondary	
Enrollment	1975-76	1985-86	1975-76	1985-86
Under 300.....	4,947	5,358	-	-
300-500.....	2,074	1,690	-	-
Over 500.....	1,308	742	-	-
Under 500.....	-	-	939	751
500-1000.....	-	-	525	454
Over 1000.....	-	-	183	182
Total.....	8,329	7,790	1,647	1,387

Elementary schools over 300 pupils are decreasing; secondary schools over 1,000 are stable.

Table No. 3
Types of Schools
1970-71 thru 1986-87

	1970-71		1981-82		1986-87	
Elementary	No.	%	No.	%	No.	%
Parish	8,676	92.6	7,124	89.1	6,675	86.6
Inter-Parish	328	3.5	453	5.7	572	7.4
Diocesan	30	0.3	147	1.8	179	2.3
Private	336	3.6	272	3.4	283	3.7
Total	9,370	100.0	7,996	100.0	7,709	100.0
Secondary						
Parish	460	23.2	324	21.6	231	16.4
Inter-Parish	230	11.6	155	10.4	134	9.5
Diocesan	520	26.3	480	32.0	490	34.7
Private	770	38.9	539	36.0	556	39.4
Total	1,980	100.0	1,498	100.0	1,411	100.0

Table No. 4
Location of Schools
1970-71 thru 1986-87

	1970-71		1981-82		1986-87	
Elementary	No.	%	No.	%	No.	%
Urban	4,338	46.3	3,598	45.0	3,424	44.4
Suburban	2,286	24.4	2,239	28.0	2,332	30.3
Rural	2,746	29.3	2,159	27.0	1,953	25.3
Total	9,370	100.0	7,996	100.0	7,709	100.0
Secondary						
Urban	1,073	54.2	764	51.0	750	53.1
Suburban	505	25.5	444	29.6	420	29.8
Rural	402	20.3	290	19.4	241	17.1
Total	1,980	100.0	1,498	100.0	1,411	100.0

Table No. 5
Enrollment by Grade Levels —as Percentage of Total
1967-68, 1973-74, 1982-83, 1985-86

Grade Level	1967-68	1973-74	1982-83	1985-86
Grade 1	12.6%	11.2%	12.7%	13.9%
2	13.0	11.5	12.5	13.3
3	13.0	12.1	12.2	13.1
4	13.1	12.8	12.0	12.5
5	13.0	13.1	12.3	12.3
6	12.5	13.4	13.0	12.0
7	11.6	13.1	13.0	11.4
8	11.2	12.8	12.3	11.5
Elementary	100.0%	100.0%	100.0%	100.0%
Grade 9	27.6%	27.7%	26.9%	26.5%
10	26.1	25.6	25.4	26.0
11	23.9	24.1	24.1	24.3
12	22.4	22.6	23.6	23.2
Secondary	100.0%	100.0%	100.0%	100.0%

Student Enrollment

In 1986-87, Catholic K-12 enrollment declined from 2,819,000 to 2,735,000, a decrease of 84,000 pupils or 3%.

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1979-80....	72,000	3.0	7,000	0.8	79,000	2.4
1980-81....	24,000	1.1	9,000	1.1	33,000	1.1
1981-82....	3,000	0.1	9,000	1.1	12,000	0.4
1982-83....	41,000	1.8	27,000	3.3	68,000	2.2
1983-84....	46,000	2.1	11,000	1.4	57,000	1.9
1984-85....	60,000	2.7	6,000	0.8	66,000	2.2
1985-86....	62,000	2.9	22,000	2.8	84,000	2.9
1986-87....	50,000	2.4	34,000	4.5	84,000	3.0

The declines of the past five years seem to signal that the national trend of fewer school-age children has clearly affected Catholic schools, first on the elementary, and then on the secondary levels. The 34,000 decline in secondary enrollment calls for further analysis, especially since the National Center for Education Statistics projects that secondary school enrollments will not begin to increase until 1991-92. On the elementary level. the number of school-age children began to increase again in 1985-86.

It should be noted that although the Catholic sector of non-public education is still declining somewhat, the National Center for Education Statistics reports growth in enrollments for the other private schools. Catholic education is fast approaching a 50-50 partnership with the rest of the private sector. As mentioned earlier, Catholic school enrollments in 1980-81 comprised only 63% of the total private sector, as compared to 87% in 1965-66.

Enrollment Characteristics

Most enrollment characteristics have been described in previous NCEA publications. However, two items are usually of special interest, i.e., the percentage of Catholics in Catholic schools, and enrollment by grade levels. The percentage of Catholics has decreased significantly since 1969-70, the first year in which this data was gathered:

	Catholic	Non-Catholic
1969-70....	97.3%	2.7%
1983-84....	88.9%	11.1%
1986-87....	88.3%	11.7%

Most Catholic school students are Catholic, but the percentage of non-Catholics is increasing. The percentage of non-Catholics is generally a little higher on the secondary level.

As for enrollment by grade levels, Catholic schools have never really left the 1-8 elementary and 9-12 secondary structure. Table No. 5 on the previous page indicates that the elementary school distribution of the 1960's is returning, i.e. the larger percentages in the early grades, a leveling off in the middle grades, and lower percentages in grades 7-8. Secondary continues the pattern of declining percentages from grade 9 to grade 12, but the variations between classes are not as great as they were in 1967-68 or 1973-74, perhaps reflecting better student retention.

Table No. 6
Enrollment by Region-Thousands of Pupils
1982-83 thru 1986-87

Elementary	1982-83	1983-84	1984-85	1985-86	1986-87
New England	146	143	138	132	126
Mideast	709	688	663	637	615
Great Lakes	581	572	557	543	534
Plains	198	196	192	190	188
Southeast	253	248	244	238	233
West/Far West	338	332	325	317	311
United States	2,225	2,179	2,119	2,057	2,007
Secondary					
New England	67	66	66	64	62
Mideast	263	257	255	246	234
Great Lakes	195	192	190	184	174
Plains	66	64	63	61	58
Southeast	87	88	88	86	83
West/Far West	123	123	122	121	117
United States	801	790	784	762	728
All Schools					
New England	213	209	204	196	188
Mideast	972	945	918	883	849
Great Lakes	776	764	747	727	708
Plains	264	260	255	251	246
Southeast	340	336	332	324	316
West/Far West	461	455	447	438	428
United States	3,026	2,969	2,903	2,819	2,735

Table No. 7
Enrollment by Region—by Percentages
1982-83 thru 1986-87

Elementary	1982-83	1983-84	1984-85	1985-86	1986-87
New England	6.6%	6.6%	6.5%	6.4%	6.3%
Mideast	31.8	31.6	31.3	31.1	30.6
Great Lakes	26.1	26.2	26.3	26.4	26.6
Plains	8.9	9.0	9.1	9.2	9.4
Southeast	11.4	11.4	11.5	11.5	11.6
West/Far West	15.2	15.2	15.3	15.4	15.5
United States	100.0%	100.0%	100.0%	100.0%	100.0%
Secondary					
New England	8.4%	8.4%	8.4%	8.4%	8.5%
Mideast	32.8	32.6	32.5	32.4	32.1
Great Lakes	24.3	24.4	24.3	24.2	23.9
Plains	8.2	8.1	8.1	8.0	8.0
Southeast	10.9	11.0	11.2	11.2	11.4
West/Far West	15.4	15.5	15.5	15.8	16.1
United States	100.0%	100.0%	100.0%	100.0%	100.0%
All Schools					
New England	7.1%	7.1%	7.0%	7.0%	6.9%
Mideast	32.1	31.9	31.7	31.4	31.0
Great Lakes	25.6	25.7	25.7	25.8	25.9
Plains	8.7	8.7	8.8	8.9	9.0
Southeast	11.2	11.3	11.4	11.4	11.6
West/Far West	15.3	15.3	15.4	15.5	15.6
United States	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment in Key States

As Table 8 shows, ten states account for over two-thirds of Catholic school enrollment. New York, Pennsylvania, Illinois, California, and Ohio (the top five) comprise 47.6% of the enrollment. In many ways, this is merely a reflection of national statistics, since these five states plus Texas constitute the six most populous states, although in different order. Michigan ranks eighth in population. New Jersey, Louisiana, Massachusetts, and Wisconsin seem to indicate a special influence of Catholic culture.

These ten states generally dictate the national trends in Catholic education. The 3.1% decline in 1986-87 by these ten largest is about the same as the national percentage decline. In 1986-87, the 59,700 decline in these states was 71.2% of the national 83,900 and this percentage is almost identical to their share of the total (68.1%).

In 1986-87, percentage declines varied considerably among the top ten. New York and Pennsylvania accounted for 27% of the national decline. Percentage declines by Louisiana, Michigan, and Massachusetts were higher than the national 3.0%. California, Illinois, and Wisconsin declined noticeably less than the national average. The other states seemed to reflect the national trend.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. Dioceses are larger than the metropolitan area providing the name, but most of the enrollment in these twenty actually does come from the major city and immediate suburbs of that area. The twenty largest dioceses serve 50.2% of the total enrollment in Catholic elementary and secondary schools. They too reflect and determine the national trends.

In 1986-87, the 40,900 decline in these dioceses was 48.7% of the national 83,900 decline. More will be said about Catholic education, minority groups, and urban education, but it is extremely important to point out that about one-half of all Catholic school pupils are located in twenty metropolitan areas pivotal to the entire American culture. These dioceses have been entwined with the social, economic, and cultural developments of these large urban areas since the turn of the century, and will continue to be a significant influence as current dynamics produce change.

As a group, Chicago, Philadelphia, New York, Brooklyn, and Los Angeles (the top five) comprise 23% of the national enrollment. The state of New York has four of the largest dioceses. Percentage declines by Rockville Centre, Newark, Toledo, St. Paul, Washington, D.C., Pittsburgh, Baltimore and Detroit were higher than the national 3.0%. Chicago, Cleveland, St. Louis, Cincinnati, Buffalo, and Los Angeles declined noticeably less than the national average.

These twenty large dioceses reflect enrollment changes caused by the decline in the number of school-age children. In 1981-82, six dioceses reported enrollment increases. Since 1983-84, with very few exceptions, every major state and diocese has reported enrollment declines.

Table No. 8
Student Enrollment—Ten Largest States
1985-86 and 1986-87

State	1985-86	1986-87	Decrease Pupils	Decrease %
1. New York	352,900	339,800	13,100	3.7
2. Pennsylvania	278,100	268,900	9,200	3.3
3. Illinois	253,500	248,300	5,200	2.1
4. California	250,600	245,600	5,000	2.0
5. Ohio	204,100	198,400	5,700	2.8
6. New Jersey	165,600	159,200	6,400	3.9
7. Michigan	118,800	113,600	5,200	4.4
8. Louisiana	105,700	100,600	5,100	4.8
9. Massachusetts	99,900	97,100	2,800	2.8
10. Wisconsin	93,300	91,300	2,000	2.1
Largest States	1,922,500	1,862,800	59,700	3.1
United States	2,818,300	2,734,400		
Percent.....	68.2%	68.1%		

Table No. 9
Student Enrollment—Twenty Largest Dioceses
1985-86 and 1986-87

Diocese	1985-87	1986-87	Decrease Pupils	Decrease %
1. Chicago	170,200	166,900	3,300	1.9%
2. Philadelphia	151,300	146,600	4,700	3.1
3. New York	118,000	114,800	3,200	2.7
4. Los Angeles	106,600	105,100	1,500	1.4
5. Brooklyn	98,000	95,000	3,000	3.1
6. Detroit	75,700	72,800	2,900	3.8
7. Cleveland	75,200	73,900	1,300	1.7
8. Newark	69,100	66,100	3,000	4.3
9. Boston	66,200	64,600	1,600	2.4
10. St. Louis	63,100	61,900	1,200	1.9
11. New Orleans	59,500	57,800	1,700	2.9
12. Cincinnati	53,800	53,000	800	1.5
13 Milwaukee	46,800	45,800	1,000	2.1
14. Rockville Centre	42,600	40,300	2,300	5.4
15. Pittsburgh	41,200	39,300	1,900	4.6
16. Baltimore	37,700	35,800	1,900	5.0
17. St.Paul-Minneapolis	36,900	35,300	1,600	4.3
18. Buffalo	35,100	35,000	100	0.3
19. Toledo	33,500	31,700	1,800	5.4
20. Washington, D.C.*	33,300	31,200	2,100	6.3
Largest Dioceses.....	1,413,800	1,372,900	40,900	2.9
United States.....	2,818,300	2,734,400		
Percent.....	50.2%	50.2%		

* In 1986-87, Trenton (with 31,600 students) replaced Washington, D.C. as the 20th largest diocese.

Ethnic Minorities

The role and contribution of Catholic schools in ethnic minority education has been and remains extremely important on the elementary and secondary school level. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep urban schools open. The rural schools, not the urban, have closed at the faster rate.

Efforts by Catholic schools to help minority education have been complicated by the explosion of many factors within the Catholic school system, i.e., the large declines in the number of religious community members, inflation, the increase in lay teacher salaries, the movement of so many people to the suburbs in the 1960's. Through it all, however, statistics indicate that Catholic schools remain integrally involved with minority education and with urban problems in this country.

Minority Enrollment Trends

As Tables 10 and 11 show, the percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 21.8% in 1986-87. The following describes these increases since 1970-71:

	Minority Enrollments		
	1970-71	1980-81	1986-87
Hispanic....	216,500	256,000	261,300
Black.....	209,500	252,900	244,400
Asian.....	23,500	52,100	81,600
Indian.....	20,400	9,700	9,300
Total....	469,900	570,700	596,600

Hispanic and Black students are about equal in number, and together constitute 85% of the minority students in Catholic schools. The number of Asian American students has increased dramatically. The number of American Indian students has declined.

It is noteworthy that, despite the fact that total Catholic school enrollment had declined 1,629,000 pupils (37%) since 1970-71, the number of ethnic minority students has increased by 126,700 (27%). Hispanic students in Catholic schools are about 97% Catholic. However, Black students are 64% non-Catholic.

Comparison of Elementary and Secondary Ethnic Enrollment

Of the 596,600 students from major ethnic minorities in 1986-87, about 458,100 were in elementary schools and 138,500 in high schools. The following compares 1970-71 and 1986-87.

	Elementary		Secondary	
	1970-71	1986-87	1970-71	1986-87
Hispanic....	177,900	201,900	38,600	59,400
Black.....	172,000	188,100	37,500	56,300
Asian.....	18,300	61,400	5,200	20,200
Indian.....	18,000	6,700	2,400	2,600
Total....	386,200	458,100	83,700	138,500

Catholic elementary schools have 73% of the Catholic school enrollment and 77% of the minority students, so elementary schools serve a slightly higher share of ethnic minority students than secondary schools.

Table No. 10
Catholic School Enrollment—by Ethnic Background
1970-71, 1980-81, 1985-86, 1986-87

Elementary	1970-71	1980-81	1985-86	1986-87
Black Americans	172,000	200,300	188,800	188,100
Hispanic Americans	177,900	199,300	210,300	201,900
Asian Americans	18,300	42,000	58,700	61,400
American Indians	18,000	7,300	7,000	6,700
All Others	2,969,300	1,820,400	1,596,200	1,548,900
Total	3,355,500	2,269,300	2,061,000	2,007,000
Secondary				
Black Americans	37,500	52,600	57,500	56,300
Hispanic Americans	38,600	56,700	60,200	59,400
Asian Americans	5,200	10,100	17,900	20,200
American Indians	2,400	2,400	2,700	2,600
All Others	924,400	715,200	621,900	588,900
Total	1,008,100	837,000	760,200	727,400
All Schools				
Black Americans	209,500	252,900	246,300	244,400
Hispanic Americans	216,500	256,000	270,500	261,300
Asian Americans	23,500	52,100	76,600	81,600
American Indians	20,400	9,700	9,700	9,300
All Others	3,893,700	2,535,600	2,218,100	2,137,800
Total	4,363,600	3,106,300	2,821,200	2,734,400

Table No. 11
Catholic School Ethnic Enrollment—by Percentages
1970-71, 1980-81, 1985-86, 1986-87

Elementary	1970-71	1980-81	1985-86	1986-87
Black Americans	5.1%	8.8%	9.2%	9.4%
Hispanic Americans	5.3	8.8	10.2	10.1
Asian Americans	0.5	1.9	2.9	3.1
American Indians	0.5	0.3	0.3	0.3
All Others	88.6	80.2	77.4	77.1
Total	100.0%	100.0%	100.0%	100.0%
Secondary				
Black Americans	3.7%	6.3%	7.6%	7.7%
Hispanic Americans	3.8	6.8	7.9	8.2
Asian Americans	0.5	1.2	2.3	2.8
American Indians	0.2	0.3	0.4	0.3
All Others	91.8	85.4	81.8	81.0
Total	100.0%	100.0%	100.0%	100.0%
All Schools				
Black Americans	4.8%	8.1%	8.7%	8.9%
Hispanic Americans	5.0	8.3	9.6	9.6
Asian Americans	0.5	1.7	2.7	3.0
American Indians	0.5	0.3	0.4	0.3
All Others	89.2	81.6	78.6	78.2
Total	100.0%	100.0%	100.0%	100.0%

Total Staff and Pupil/Teacher Ratios

In 1986-87, the total full-time teaching staff in Catholic elementary and secondary schools was 141,930 (Table 12). There are about 93,500 elementary and 48,400 secondary teachers. Despite the loss of enrollment, the professional staff continued to increase until 1985-86. The following provides an overview of national Catholic school pupil/teacher ratios since the higher enrollment levels of a generation ago.

	National Pupil/Teacher Ratio	
	Elementary	Secondary
1968-69....	31.3	19.2
1973-74....	26.4	17.7
1978-79....	24.0	17.2
1983-84....	22.1	16.3
1984-85....	21.2	15.6
1985-86....	21.3	15.2
1986-87....	21.4	15.0

The pupil/teacher ratio in elementary schools has decreased from 31 students per full-time teacher in 1968-69 to about 21. The secondary school ratio was a respectable 19.2 in 1968-69, and has lowered to 15.0 in 1986-87. These lower ratios reflect in great part the efforts of Catholic schools to improve staff and class sizes.

Change From Religious to Lay Staff

We have described the change in the number of schools and in the enrollment, but the most radical changes have probably been with professional staff and administration. As Table 14 shows, lay teachers continue to replace sisters, brothers, and priests. This shift from religious to lay staff actually began in the 1950's and was a pre-Vatican II phenomenon. Looking at the last fifteen years or so, the percentage of lay staff increased from 45.4% in 1968-69 to 83% in 1986-87 on the elementary level and from 41.3% to 78.5% on the secondary level.

Catholic schools seem to function well with today's predominantly lay staff. The loss of so many religious community members and clergymen has created new needs and problems, but it has not, as some had predicted, resulted in the demise of the Catholic school system. In general, parents and students have accepted today's lay staff, and the shift does not seem to present fundamental academic or administrative problems.

Evaluation of Staff

Comparatively little national information is available about Catholic school faculties and the popularly accepted measures applied to gauge the quality of a professional staff, i.e., the degrees earned, the state's certification of the teacher, and the years of teaching experience. From 1969 to 1972, NCEA gathered sufficient data to describe the Catholic school faculty and its trends at that time. On the basis of that data, and of the intensive study just completed on Catholic high schools, the faculty is professionally degreed, certified where appropriate and well experienced. Specific information can be obtained from other NCEA publications.

While the above measures are commonly used to evaluate the professional staff of a school, Catholic schools believe that more values are involved than these here mentioned. An experienced, certified teacher with a doctorate and a small class is not necessarily the best individual to guide the educational development of a student, although these qualification are certainly steps in the right direction. Personal, social, and religious values often are as, if not more, important.

Table No. 12
Full-Time Teaching Staff
1982-83 thru 1986-87

Elementary	1982-83	1983-84	1984-85	1985-86	1986-87
Sisters.....	21,597	20,399	19,511	17,799	15,902
Male Religious	515	508	530	484	436
Lay Teachers..	75,225	77,684	79,779	78,458	77,216
Total..	97,337	98,591	99,820	96,741	93,554
Secondary					
Sisters.....	8,016	7,728	7,328	6,934	6,306
Male Religious	4,992	4,683	4,608	4,334	4,087
Lay Teachers..	36,115	35,911	38,132	38,585	37,983
Total..	49,123	48,322	50,068	49,853	48,376
All Schools					
Sisters.....	29,613	28,127	26,839	24,733	22,208
Male Religious	5,507	5,191	5,138	4,818	4,523
Lay Teachers..	111,340	113,595	117,911	117,043	115,199
Total..	146,460	146,913	149,888	146,594	141,930

Table No. 13
Full-Time Teaching Staff—by Percentages
1982-83 thru 1986-87

Elementary	1982-83	1983-84	1984-85	1985-86	1986-87
Sisters.....	22.2%	20.7%	19.6%	18.4%	17.0%
Male Religious	0.5	0.5	0.5	0.5	0.5
Lay Teachers..	77.3	78.8	79.9	81.1	82.5
Total..	100.0%	100.0%	100.0%	100.0%	100.0%
Secondary					
Sisters.....	16.3%	16.0%	14.6%	13.9%	13.0%
Male Religious	10.2	9.7	9.2	8.7	8.5
Lay Teachers..	73.5	74.3	76.2	77.4	78.5
Total..	100.0%	100.0%	100.0%	100.0%	100.0%
All Schools					
Sisters.....	20.2%	19.2%	17.9%	16.9%	15.6%
Male Religious	3.8	3.5	3.4	3.3	3.2
Lay Teachers..	76.0	77.3	78.7	79.8	81.2
Total..	100.0%	100.0%	100.0%	100.0%	100.0%

Table No. 14
Percentages of Lay/Religious Teachers
1968-69 to 1986-87

	Elementary			Secondary		
	Staff	Religious	Lay	Staff	Religious	Lay
1968-69..	115,600	54.6%	45.4%	51,900	58.7%	41.3%
1972-73..	105,400	42.2	57.8	50,600	46.1	53.9
1976-77..	100,000	33.9	66.1	50,600	36.7	63.3
1980-81..	96,700	25.8	74.2	49,000	29.5	70.5
1982-83..	97,400	22.7	77.3	49,100	26.5	73.5
1984-85..	99,800	20.1	79.9	50,100	23.8	76.2
1985-86..	96,700	18.9	81.1	49,800	22.6	77.4
1986-87..	93,600	17.0	83.0	48,400	21.5	78.5

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Teachers
Sorted by Region, State, and Diocese

STATE ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME TEACHING STAFF ELEMENTARY				SECONDARY				TOTAL STAFF
	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
CONNECTICUT	158	31	189	33,996	17,968	51,964	352	4	1,345	1,701	175	91	943	1,209	2,910
BRIDGEPORT	45	11	56	10,613	5,713	16,326	105	3	436	544	42	36	329	407	951
HARTFORD	92	15	107	19,423	9,109	28,532	180	1	748	929	104	34	443	581	1,510
NORWICH	21	5	26	3,960	3,146	7,106	67	0	161	228	29	21	171	221	449
MASSACHUSETTS	242	65	307	63,023	34,097	97,120	924	43	2,122	3,089	399	207	2,038	2,644	5,733
BOSTON	161	49	210	40,938	23,674	64,612	666	40	1,378	2,084	265	157	1,546	1,968	4,052
FALL RIVER	25	4	29	6,477	3,137	9,614	58	3	224	285	54	18	164	236	521
SPRINGFIELD	33	4	37	9,509	3,092	12,601	114	0	332	446	53	7	128	188	634
WORCESTER	23	8	31	6,099	4,194	10,293	86	0	188	274	27	25	200	252	526
MAINE	21	3	24	4,607	973	5,580	71	0	165	236	16	16	51	83	319
PORTLAND	21	3	24	4,607	973	5,580	71	0	165	236	16	16	51	83	319
NEW HAMPSHIRE	37	6	43	7,184	2,315	9,499	90	1	292	383	20	11	129	160	543
MANCHESTER	37	6	43	7,184	2,315	9,499	90	1	292	383	20	11	129	160	543
RHODE ISLAND	61	11	72	14,924	5,644	20,568	157	2	532	691	55	66	294	415	1,106
PROVIDENCE	61	11	72	14,924	5,644	20,568	157	2	532	691	55	66	294	415	1,106
VERMONT	11	3	14	2,256	992	3,248	46	4	83	133	11	3	62	76	209
BURLINGTON	11	3	14	2,256	992	3,248	46	4	83	133	11	3	62	76	209
N E W E N G L A N D	530	119	649	125,990	61,989	187,979	1,640	54	4,539	6,233	676	394	3,517	4,587	10,820
DISTRICT OF COLUMBIA	83	23	106	20,771	10,455	31,226	179	12	979	1,170	97	92	822	1,011	2,181
WASHINGTON	83	23	106	20,771	10,455	31,226	179	12	979	1,170	97	92	822	1,011	2,181
DELAWARE	29	8	37	9,436	4,608	14,044	73	5	418	496	44	39	261	344	840
WILMINGTON	29	8	37	9,436	4,608	14,044	73	5	418	496	44	39	261	344	840
MARYLAND	86	24	110	24,675	11,157	35,832	196	3	956	1,155	95	63	614	772	1,927
BALTIMORE	86	24	110	24,675	11,157	35,832	196	3	956	1,155	95	63	614	772	1,927
NEW JERSEY	434	84	518	113,023	46,181	159,204	1,134	42	3,670	4,846	439	361	2,624	3,424	8,270
CAMDEN	65	11	76	17,030	7,309	24,339	189	1	563	753	33	35	333	401	1,154
METUCHEN	51	9	60	12,981	4,718	17,699	158	1	561	720	56	29	278	363	1,083
NEWARK	189	40	229	46,724	19,326	66,050	350	21	1,063	1,434	227	198	1,095	1,520	2,954
PATERSON	67	13	80	14,332	5,229	19,561	185	0	633	818	73	66	345	484	1,302
TRENTON	62	11	73	21,956	9,599	31,555	252	19	850	1,121	50	33	573	656	1,777
NEW YORK	855	148	1,003	246,806	92,994	339,800	2,007	63	8,720	10,790	1,154	660	4,293	6,107	16,897
ALBANY	54	11	65	11,411	3,644	15,055	99	0	452	551	34	34	211	279	830
BROOKLYN	170	22	192	70,747	24,295	95,042	491	21	2,281	2,793	316	121	1,082	1,519	4,312
BUFFALO	121	20	141	26,773	8,195	34,968	313	0	1,286	1,599	91	57	435	583	2,182
NEW YORK	262	61	323	79,878	34,919	114,797	537	39	2,175	2,751	373	254	1,505	2,132	4,883
OGDENSBURG	25	3	28	4,575	765	5,340	74	3	175	252	14	13	40	67	319
ROCHESTER	73	8	81	15,416	5,368	20,784	76	0	750	826	62	53	268	383	1,209
ROCKVILLE CENTRE	90	15	105	27,549	12,778	40,327	275	0	1,151	1,426	221	102	563	886	2,312
SYRACUSE	60	8	68	10,457	3,030	13,487	142	0	450	592	43	26	189	258	850
PENNSYLVANIA	714	113	827	200,364	68,516	268,880	2,139	13	6,846	8,998	835	344	2,780	3,959	12,957
ALLENTOWN	64	10	74	13,662	4,153	17,815	123	0	474	597	76	35	168	279	876
ALTOONA-JOHNSTOWN	35	3	38	6,978	1,582	8,560	70	0	262	332	18	8	96	122	454
ERIE	48	9	57	12,462	3,418	15,880	97	0	557	654	22	16	225	263	917
GREENSBURG	45	2	47	7,850	1,225	9,075	98	0	348	446	14	4	61	79	525
HARRISBURG	51	10	61	11,435	4,294	15,729	138	0	432	570	92	17	226	335	905
PHILADELPHIA	273	52	325	103,711	42,913	146,624	1,151	12	3,060	4,223	450	222	1,445	2,117	6,340
PITTSBURGH	136	17	153	31,924	7,401	39,325	268	1	1,294	1,563	79	28	370	477	2,040
SCRANTON	62	10	72	12,342	3,530	15,872	194	0	419	613	84	14	189	287	900
M I D E A S T	2,201	400	2,601	615,075	233,911	848,986	5,728	138	21,589	27,455	2,664	1,559	11,394	15,617	43,072
ILLINOIS	621	96	717	182,014	66,315	248,329	1,029	9	7,132	8,170	495	345	3,184	4,024	12,194
BELLEVILLE	48	5	53	8,542	2,067	10,609	38	0	356	394	17	11	110	138	532
CHICAGO	354	58	412	119,483	47,381	166,864	670	3	4,528	5,201	365	257	2,198	2,820	8,021
JOLIET	60	9	69	17,144	6,591	23,735	84	2	618	704	32	29	312	373	1,077
PEORIA	51	8	59	12,727	3,355	16,082	95	2	638	735	28	20	223	271	1,006
ROCKFORD	45	8	53	11,032	4,021	15,053	47	0	399	446	18	21	197	236	682
SPRINGFIELD	63	8	71	13,086	2,900	15,986	95	2	593	690	35	7	144	186	876
INDIANA	194	23	217	44,400	12,392	56,792	253	4	1,782	2,039	89	54	658	801	2,840
EVANSVILLE	29	5	34	5,360	1,785	7,145	42	0	245	287	26	5	97	128	415
FT WAYNE-SOUTH BEND	43	4	47	11,030	2,759	13,789	60	1	413	474	13	11	156	180	654
GARY	37	3	40	9,690	2,515	12,205	69	0	368	437	13	18	122	153	590
INDIANAPOLIS	65	9	74	14,916	4,850	19,766	56	2	602	660	35	16	250	301	961
LAFAYETTE	20	2	22	3,404	483	3,887	26	1	154	181	2	4	33	39	220
MICHIGAN	328	62	390	83,524	30,085	113,609	511	9	3,162	3,682	184	65	1,497	1,746	5,428
DETROIT	157	42	199	50,805	22,032	72,837	287	3	1,766	2,056	151	49	1,078	1,278	3,334
GAYLORD	19	4	23	3,033	645	3,678	24	1	138	163	2	0	42	44	207
GRAND RAPIDS	46	4	50	8,120	2,361	10,481	65	0	334	399	5	0	102	107	506
KALAMAZOO	21	3	24	4,310	822	5,132	20	0	183	203	4	2	42	48	251
LANSING	41	6	47	10,071	3,325	13,396	57	5	412	474	16	11	170	197	671
MARQUETTE	11	0	11	1,915	0	1,915	17	0	89	106	0	0	0	0	106
SAGINAW	33	3	36	5,270	900	6,170	41	0	240	281	6	3	63	72	353
OHIO	499	87	586	147,505	50,921	198,426	1,041	14	5,712	6,767	392	206	2,550	3,148	9,915
CINCINNATI	121	22	143	37,412	15,575	52,987	204	8	1,486	1,698	83	56	743	882	2,580
CLEVELAND	162	27	189	55,971	17,952	73,923	426	3	2,033	2,462	179	79	888	1,146	3,608
COLUMBUS	52	14	66	13,360	5,220	18,580	40	0	520	560	12	8	280	300	860
STEUBENVILLE	17	3	20	2,761	886	3,647	25	0	111	136	9	8	54	71	207
TOLEDO	92	15	107	23,904	7,745	31,649	253	3	1,019	1,275	84	42	408	534	1,809
YOUNGSTOWN	55	6	61	14,097	3,543	17,640	93	0	543	636	25	13	177	215	851
WISCONSIN	397	32	429	76,763	14,522	91,285	591	9	3,326	3,926	101	71	774	946	4,872
GREEN BAY	93	9	102	16,826	2,857	19,683	149	0	724	873	17	17	175	209	1,082
LA CROSSE	74	7	81	11,696	2,248	13,944	85	3	547	635	16	13	128	157	792
MADISON	46	2	48	7,776	872	8,648	53	1	348	402	8	2	48	58	460
MILWAUKEE	164	13	177	37,278	8,487	45,765	276	5	1,555	1,836	60	39	422	521	2,357
SUPERIOR	20	1	21	3,187	58	3,245	28	0	152	180	0	0	1	1	181
G R E A T L A K E S	2,039	300	2,339	534,208	174,235	708,441	3,425	45	21,114	24,584	1,261	741	8,660	10,665	35,249
IOWA	139	29	168	29,558	9,755	39,313	250	12	1,300	1,562	85	54	574	713	2,275
DAVENPORT	25	7	32	4,255	1,369	5,624	34	0	182	216	21	4	100	125	341
DES MOINES	20	2	22	4,144	1,746	5,890	26	0	202	228	6	8	103	117	345
DUBUQUE	58	11	69	13,753	3,867	17,620	113	0	575	688	29	13	208	250	938
SIOUX CITY	36	9	45	7,406	2,773	10,179	77	12	341	430	29	29	163	221	651
KANSAS	95	17	112	19,393	5,474	24,867	157	0	845	1,002	31	22	327	380	1,382
DODGE CITY	12	0	12	1,617	0	1,617	17	0	74	91	0	0	0	0	91
KANSAS CITY	40	8	48	9,337	3,083	12,420	74	0	422	496	15	13	182	210	706
SALINA	12	5	17	1,989	785	2,774	17	0	83	100	7	3	47	57	157
WICHITA	31	4	35	6,450	1,606	8,056	49	0	266	315	9	6	98	113	428

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STATE ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME TEACHING STAFF ELEMENTARY				SECONDARY				TOTAL STAFF
	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
MINNESOTA	220	25	245	45,747	10,430	56,177	323	14	2,146	2,483	60	50	606	716	3,199
CROOKSTON	11	1	12	1,590	123	1,713	21	1	65	87	0	0	8	8	95
DULUTH	14	0	14	1,801	0	1,801	16	0	88	104	0	0	0	0	104
NEW ULM	25	3	28	3,709	506	4,215	38	7	195	240	3	5	40	48	288
ST CLOUD	36	3	39	6,568	833	7,401	46	0	302	348	7	16	65	88	436
ST PAUL-MINNEAPOLIS	111	14	125	27,405	7,858	35,263	162	4	1,307	1,473	47	26	428	501	1,974
WINONA	23	4	27	4,674	1,110	5,784	40	2	189	231	3	3	65	71	302
MISSOURI	276	45	321	64,106	21,600	85,706	432	17	2,845	3,294	204	128	1,202	1,534	4,828
JEFFERSON CITY	35	2	37	5,762	809	6,571	30	2	272	304	4	5	40	49	353
KANSAS CITY-ST JOSEPH	41	8	49	10,349	3,614	13,963	75	1	516	592	67	11	214	292	884
SPRINGFIELD-CAPE GIRARDEAU	22	3	25	2,583	654	3,237	23	2	131	156	3	0	39	42	198
ST LOUIS	178	32	210	45,412	16,523	61,935	304	12	1,926	2,242	130	112	909	1,151	3,393
NORTH DAKOTA	32	7	39	5,200	1,511	6,711	30	0	239	269	10	8	98	116	385
BISMARCK	18	5	23	2,815	1,068	3,883	19	0	121	140	9	1	66	76	216
FARGO	14	2	16	2,385	443	2,828	11	0	118	129	1	7	32	40	169
NEBRASKA	92	33	125	19,132	7,370	26,502	139	3	840	982	69	61	521	651	1,633
GRAND ISLAND	7	7	14	1,301	702	2,003	9	1	48	58	6	2	81	89	147
LINCOLN	23	6	29	4,287	1,125	5,412	51	0	175	226	18	11	82	111	337
OMAHA	62	20	82	13,544	5,543	19,087	79	2	617	698	45	48	358	451	1,149
SOUTH DAKOTA	27	5	32	4,534	1,464	5,998	57	9	216	282	15	11	86	112	394
RAPID CITY	3	2	5	673	433	1,106	16	3	29	48	7	7	20	34	82
SIOUX FALLS	24	3	27	3,861	1,031	4,892	41	6	187	234	8	4	66	78	312
PLAINS	881	161	1,042	187,670	57,604	245,274	1,388	55	8,431	9,874	474	334	3,414	4,222	14,096
ALABAMA	50	6	56	11,061	2,825	13,886	86	5	487	578	14	19	170	203	781
BIRMINGHAM	24	3	27	4,901	1,158	6,059	42	2	221	265	8	11	64	83	348
MOBILE	26	3	29	6,160	1,667	7,827	44	3	266	313	6	8	106	120	433
ARKANSAS	37	6	43	5,461	1,851	7,312	55	16	277	348	6	16	64	86	434
LITTLE ROCK	37	6	43	5,461	1,851	7,312	55	16	277	348	6	16	64	86	434
FLORIDA	155	31	186	47,867	19,629	67,496	270	18	2,099	2,387	80	95	1,028	1,203	3,590
MIAMI	54	12	66	18,744	9,242	27,986	86	5	846	937	30	51	451	532	1,469
ORLANDO	25	4	29	7,010	1,940	8,950	43	0	283	326	7	7	120	134	460
PALM BEACH	16	4	20	4,629	2,751	7,380	20	0	191	211	17	8	136	161	372
PENSACOLA-TALLAHASSEE	9	1	10	2,336	444	2,780	15	0	108	123	2	2	27	31	154
ST AUGUSTINE	15	2	17	4,686	1,337	6,023	33	2	182	217	4	4	66	74	291
ST PETERSBURG	28	5	33	8,294	2,813	11,107	65	11	377	453	16	17	163	196	649
VENICE	8	3	11	2,168	1,102	3,270	8	0	112	120	4	6	65	75	195
GEORGIA	30	7	37	9,368	3,770	13,138	70	0	369	439	18	29	233	280	719
ATLANTA	14	2	16	4,720	1,661	6,381	28	0	205	233	4	16	129	149	382
SAVANNAH	16	5	21	4,648	2,109	6,757	42	0	164	206	14	13	104	131	337
KENTUCKY	147	26	173	34,385	11,837	46,222	174	4	1,398	1,576	90	43	592	725	2,301
COVINGTON	51	11	62	10,792	3,360	14,152	93	0	410	503	46	14	158	218	721
LOUISVILLE	73	11	84	18,743	7,043	25,786	46	4	783	833	39	24	358	421	1,254
OWENSBORO	23	4	27	4,850	1,434	6,284	35	0	205	240	5	5	76	86	326
LOUISIANA	198	60	258	74,631	25,948	100,579	331	23	3,209	3,563	167	116	1,671	1,954	5,517
ALEXANDRIA	7	3	10	2,318	618	2,936	17	0	105	122	4	0	36	40	162
BATON ROUGE	29	8	37	11,897	2,862	14,759	38	2	521	561	16	7	160	183	744
HOUMA-THIBODAUX	12	3	15	4,042	1,232	5,274	4	1	201	206	3	7	94	104	310
LAFAYETTE	32	12	44	9,678	3,077	12,753	45	2	449	496	21	2	201	224	720
LAKE CHARLES	9	2	11	2,456	537	2,993	6	0	130	136	2	1	45	48	184
NEW ORLEANS	95	28	123	41,251	16,581	57,832	195	17	1,667	1,879	114	97	1,058	1,269	3,148
SHREVEPORT	14	4	18	2,991	1,041	4,032	26	1	136	163	7	2	77	86	249
MISSISSIPPI	34	9	43	7,693	2,042	9,735	83	4	366	453	15	16	169	200	653
BILOXI	15	5	20	3,719	1,146	4,865	31	0	148	179	7	14	98	119	298
JACKSON	19	4	23	3,974	896	4,870	52	4	218	274	8	2	71	81	355
NORTH CAROLINA	33	3	36	7,127	1,185	8,312	64	4	302	370	15	1	68	84	454
CHARLOTTE	15	2	17	3,665	906	4,571	28	1	152	181	11	1	51	63	244
RALEIGH	18	1	19	3,462	279	3,741	36	3	150	189	4	0	17	21	210
SOUTH CAROLINA	26	4	30	5,042	1,396	6,438	61	2	297	360	10	5	84	99	459
CHARLESTON	26	4	30	5,042	1,396	6,438	61	2	297	360	10	5	84	99	459
TENNESSEE	39	11	50	9,332	4,448	13,780	70	6	486	562	27	29	283	339	901
MEMPHIS	14	6	20	3,959	2,308	6,267	14	0	187	201	10	19	133	162	363
NASHVILLE	25	5	30	5,373	2,140	7,513	56	6	299	361	17	10	150	177	538
VIRGINIA	55	15	70	15,823	5,840	21,663	120	0	681	801	66	25	347	438	1,239
ARLINGTON	29	5	34	9,290	3,616	12,906	71	0	380	451	30	21	200	251	702
RICHMOND	26	10	36	6,533	2,224	8,757	49	0	301	350	36	4	147	187	537
WEST VIRGINIA	32	9	41	4,944	1,911	6,855	50	0	239	289	25	6	137	168	457
WHEELING-CHARLESTON	32	9	41	4,944	1,911	6,855	50	0	239	289	25	6	137	168	457
SOUTHEAST	836	187	1,023	232,734	82,682	315,416	1,434	82	10,210	11,726	533	400	4,846	5,779	17,505
ALASKA	4	2	6	713	207	920	10	1	18	29	0	0	25	25	54
ANCHORAGE	2	0	2	268	0	268	3	0	0	3	0	0	0	0	3
FAIRBANKS	1	2	3	351	207	558	5	1	11	17	0	0	25	25	42
JUNEAU	1	0	1	94	0	94	2	0	7	9	0	0	0	0	9
ARIZONA	42	9	51	11,905	4,967	16,772	109	3	334	446	24	41	218	283	729
PHOENIX	24	6	30	7,419	3,472	10,891	61	3	185	249	11	34	157	202	451
TUCSON	18	3	21	4,486	1,495	5,881	48	0	149	197	13	7	61	81	278
CALIFORNIA	604	127	731	173,155	72,468	245,623	1,180	20	5,443	6,643	396	395	3,625	4,416	11,059
FRESNO	24	2	26	5,337	1,156	6,493	39	3	197	239	3	5	57	65	304
LOS ANGELES	230	59	289	69,887	35,160	105,047	479	6	2,014	2,499	211	188	1,611	2,010	4,509
MONTEREY	14	5	19	3,492	1,272	4,764	31	2	82	115	6	5	135	146	261
OAKLAND	57	10	67	15,204	6,143	21,347	75	3	490	568	30	30	310	370	938
ORANGE	36	5	41	13,068	3,987	17,055	84	0	420	504	17	19	216	252	756
SACRAMENTO	43	8	51	10,669	3,518	14,187	58	0	348	406	17	31	175	223	629
SAN BERNARDINO	32	2	34	8,148	1,182	9,330	59	0	232	291	4	3	62	69	360
SAN DIEGO	44	5	49	11,631	3,215	14,846	107	0	489	596	17	13	165	195	791
SAN FRANCISCO	70	18	88	21,174	9,038	30,212	157	2	701	860	66	44	494	604	1,464
SAN JOSE	29	6	35	8,548	4,757	13,305	49	0	281	330	12	39	246	297	627
SANTA ROSA	13	5	18	2,926	1,806	4,732	24	4	91	119	9	13	93	115	234
STOCKTON	12	2	14	3,071	1,234	4,305	18	0	98	116	4	5	61	70	186

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	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
COLORADO	48	9	57	11,395	2,826	14,221	71	5	505	581	23	13	151	187	768
COLORADO SPRINGS	5	1	6	1,173	269	1,442	12	0	49	61	1	0	19	20	81
DENVER	37	6	43	9,044	2,388	11,432	41	2	404	447	13	13	129	155	602
PUEBLO	6	2	8	1,178	169	1,347	18	3	52	73	9	0	3	12	85
HAWAII	34	8	42	9,047	3,829	12,876	69	2	291	362	16	19	212	247	609
HONOLULU	34	8	42	9,047	3,829	12,876	69	2	291	362	16	19	212	247	609
IDAHO	13	1	14	1,940	396	2,336	6	1	86	93	1	4	19	24	117
BOISE	13	1	14	1,940	396	2,336	6	1	86	93	1	4	19	24	117
MONTANA	19	4	23	2,809	822	3,631	27	4	187	218	4	1	41	46	264
GREAT FALLS-BILLINGS	15	2	17	2,151	438	2,589	22	4	158	184	3	0	23	26	210
HELENA	4	2	6	658	384	1,042	5	0	29	34	1	1	18	20	54
NEW MEXICO	37	6	43	7,164	2,023	9,187	94	7	297	398	24	13	94	131	529
GALLUP	10	2	12	1,565	189	1,754	32	2	45	79	9	1	16	26	105
LAS CRUCES	6	0	6	832	0	832	12	4	36	52	0	0	0	0	52
SANTA FE	21	4	25	4,767	1,834	6,601	50	1	216	267	15	12	78	105	372
NEVADA	11	3	14	3,207	1,473	4,680	25	1	107	133	7	6	65	78	211
RENO-LAS VEGAS	11	3	14	3,207	1,473	4,680	25	1	107	133	7	6	65	78	211
OKLAHOMA	28	4	32	5,054	2,106	7,160	49	0	260	309	9	11	122	142	451
OKLAHOMA CITY	16	2	18	2,734	902	3,636	31	0	115	146	6	1	58	65	211
TULSA	12	2	14	2,320	1,204	3,524	18	0	145	163	3	10	64	77	240
OREGON	49	9	58	8,537	3,195	11,732	79	1	398	474	39	28	202	269	743
BAKER	5	1	6	835	115	950	4	0	34	38	2	0	5	7	45
PORTLAND	44	8	52	7,702	3,080	10,782	75	1	360	436	37	28	197	262	698
TEXAS	236	49	285	55,392	15,209	70,601	456	16	2,506	2,978	130	100	964	1,194	4,172
AMARILLO	8	1	9	1,210	102	1,312	14	0	54	68	3	0	5	8	76
AUSTIN	17	3	20	2,952	496	3,448	22	4	0	26	1	1	50	52	78
BEAUMONT	9	1	10	1,617	522	2,139	19	0	129	148	2	0	32	34	182
BROWNSVILLE	8	2	10	2,255	536	2,791	16	1	105	122	6	6	46	58	180
CORPUS CHRISTI	26	3	29	5,086	793	5,879	66	1	191	258	12	3	50	65	323
DALLAS	34	7	41	9,155	2,924	12,079	66	1	441	508	13	16	218	247	755
EL PASO	12	4	16	3,287	1,016	4,303	14	0	148	162	11	7	49	67	229
FT WORTH	14	4	18	3,646	1,470	5,116	27	4	173	204	8	8	91	107	311
GALVESTON-HOUSTON	47	9	56	11,115	3,603	14,718	65	0	603	668	30	29	215	274	942
LUBBOCK	3	0	3	563	0	563	1	0	42	43	0	0	0	0	43
SAN ANGELO	3	1	4	756	6	762	5	1	11	17	1	0	5	6	23
SAN ANTONIO	43	10	53	11,365	3,240	14,605	114	2	495	611	37	30	165	232	843
VICTORIA	12	4	16	2,385	501	2,886	27	2	114	143	6	0	38	44	187
UTAH	10	2	12	2,262	1,119	3,381	18	0	63	81	4	7	57	68	149
SALT LAKE CITY	10	2	12	2,262	1,119	3,381	18	0	63	81	4	7	57	68	149
WASHINGTON	81	10	91	17,780	6,192	23,972	85	1	793	879	20	21	341	382	1,261
SEATTLE	57	8	65	13,138	5,163	18,301	45	0	580	625	15	19	273	307	932
SPOKANE	17	2	19	3,230	1,029	4,259	27	1	155	183	5	2	68	75	258
YAKIMA	7	0	7	1,412	0	1,412	13	0	58	71	0	0	0	0	71
WYOMING	6	1	7	1,068	167	1,235	9	0	49	58	1	0	13	14	72
CHEYENNE	6	1	7	1,068	167	1,235	9	0	49	58	1	0	13	14	72
WEST / FAR WEST	1,222	244	1,466	311,328	116,999	428,327	2,287	62	11,333	13,682	698	659	6,149	7,506	21,188

SUMMARY TOTALS

NUMBER SCHOOLS		NUMBER STUDENTS		FULL-TIME TEACHING STAFF ELEMENTARY		SECONDARY		TOTAL STAFF ELEM & SEC
ELEM	7,709	ELEM	2,007,003	SIS	15,902	SIS	6,306	141,930
SEC	1,411	SEC	727,420	MALE	436	MALE	4,087	
TOT	9,120	TOT	2,734,423	LAY	77,216	LAY	37,983	
				TOT	93,554	TOT	48,376	

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